



ISAT Reporting

Summative

*Federal Program Directors Conference
September 26, 2018*



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

The ISAT was not meant to stand alone...

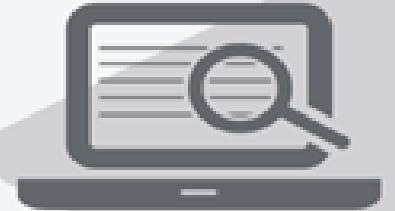


A Balanced Assessment System

Information and tools to support teaching and learning

DIGITAL LIBRARY

An online collection of thousands of educator-created classroom tools and resources



INTERIM ASSESSMENTS

Optional and flexible tests given throughout the year to help teachers monitor student progress



SUMMATIVE ASSESSMENTS

Year-end assessments for grades 3–8 and 11 with a computer adaptive test and performance tasks in math and English



Because...this is where change happens



The Idaho assessment system was designed to support teachers to facilitate student mastery of state standards.



Expanding thinking for today



Understand how to access reports available from the ISAT Summative assessment for multiple users.

Understand the content available in these reports and why they are useful to classroom teachers as well as administrators

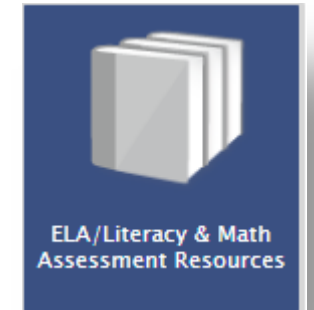
ISAT Portal Applications

- Test Delivery System
- **Online Reporting System**
- Air Ways (Interim Data Only)
- Assessment Viewing Application
- Digital Library link (formative assessment)
- Item Specifications



Go to the Portal
Idaho.portal.airast.org

Other Resources
available without
log in access



Supporting Schools and Students to Achieve

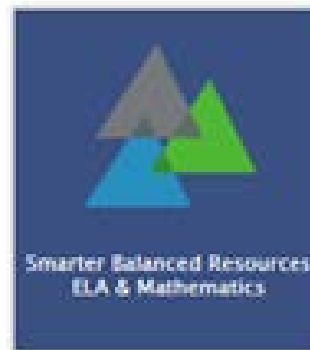
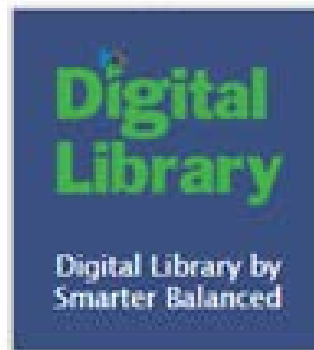
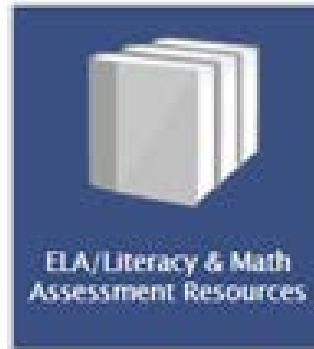
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Applications in the Portal



Facts and
Mechanics

Accessing and
Analyzing
Reports





How assessment results are reported

ISAT Summative

Claims



- Broad statements of the assessments system's learning outcomes

Math

Concepts and Procedures Claim: (I claim that...) “Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.”*

*(if I see the following evidence... as spelled out in targets)

Assessment Target



Statements of evidence needed to back up a Claim.

Math Claim 1

Target F. Reason about and solve one-variable equations and inequalities (Grade 6)

Targets

Claim

Content Category
(Domain)

Target

Grade 6 SUMMATIVE ASSESSMENT TARGETS Providing Evidence Supporting Claim #1	
Claim #1: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.	
Content for this claim may be drawn from any of the Grade 6 clusters represented below, with a much greater proportion drawn from clusters designated "m" (major) and the remainder drawn from clusters designated "a/s" (additional/supporting) – with these items fleshing out the major work of the grade. Sampling of Claim #1 assessment targets will be determined by balancing the content assessed with items and tasks for Claims #2, #3, and #4. Detailed information about how each Claim 1 assessment target is measured can be found in the Item Specifications "Mathematics Grades 6-8" zip folder available at http://www.smarterbalanced.org/smarter-balanced-assessments/ .	
Ratios and Proportional Relationships (6.RP)	
Target A [m]: Understand ratio concepts and use ratio reasoning to solve problems. (DOK 1, 2)	
The Number System (6.NS)	
Target B [m]: Apply and extend previous understandings of multiplication and division to divide fractions by fractions. (DOK 1, 2)	
Target C [a/s]: Compute fluently with multi-digit numbers and find common factors and multiples. (DOK 1, 2)	
Target D [m]: Apply and extend previous understandings of numbers to the system of rational numbers. (DOK 1, 2)	
Expressions and Equations (6.EE)	
Target E [m]: Apply and extend previous understandings of arithmetic to algebraic expressions. (DOK 1, 2)	
Target F [m]: Reason about and solve one-variable equations and inequalities. (DOK 1, 2)	
Target G [m]: Represent and analyze quantitative relationships between dependent and independent variables. (DOK 2)	
Geometry (6.G)	
Target H [a/s]: Solve real-world and mathematical problems involving area, surface area, and volume. (DOK 1, 2)	
Statistics and Probability (6.SP)	
Target I [a/s]: Develop understanding of statistical variability. (DOK 2)	
Target J [a/s]: Summarize and describe distributions. (DOK 1, 2)	

Content
Specifications

Targets



Mathematics
Assessment targets are
derived from the
cluster headings

**Clusters
in Black**

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Claims and Targets in ORS



PRAIRIE ELEMENTARY
SCHOOL (242_0722)



21

2575 ±17

57

Mathematics

Concepts and Procedures

2567 ±17

14

48

38

Problem Solving and Modeling & Data Analysis

2581 ±16

5

57

38

Communicating Reasoning

2580 ±23

19

33

48

Target

Performance
Relative to
Proficiency

Performance
Relative to
the Test as a
Whole

Concepts and Procedures

Target A Understand ratio concepts and use ratio reasoning to solve problems.



Target B Apply and extend previous understandings of multiplication and division to divide fractions by fractions.



Target C Compute fluently with multi-digit numbers and find common factors and multiples.



Target D Apply and extend previous understandings of numbers to the system of rational numbers.



Target E Apply and extend previous understandings of arithmetic to algebraic expressions.



Target F Reason about and solve one-variable equations and inequalities.



Target G Represent and analyze quantitative relationships between dependent and independent variables.



Target H Solve real-world and mathematical problems involving area, surface area, and volume.



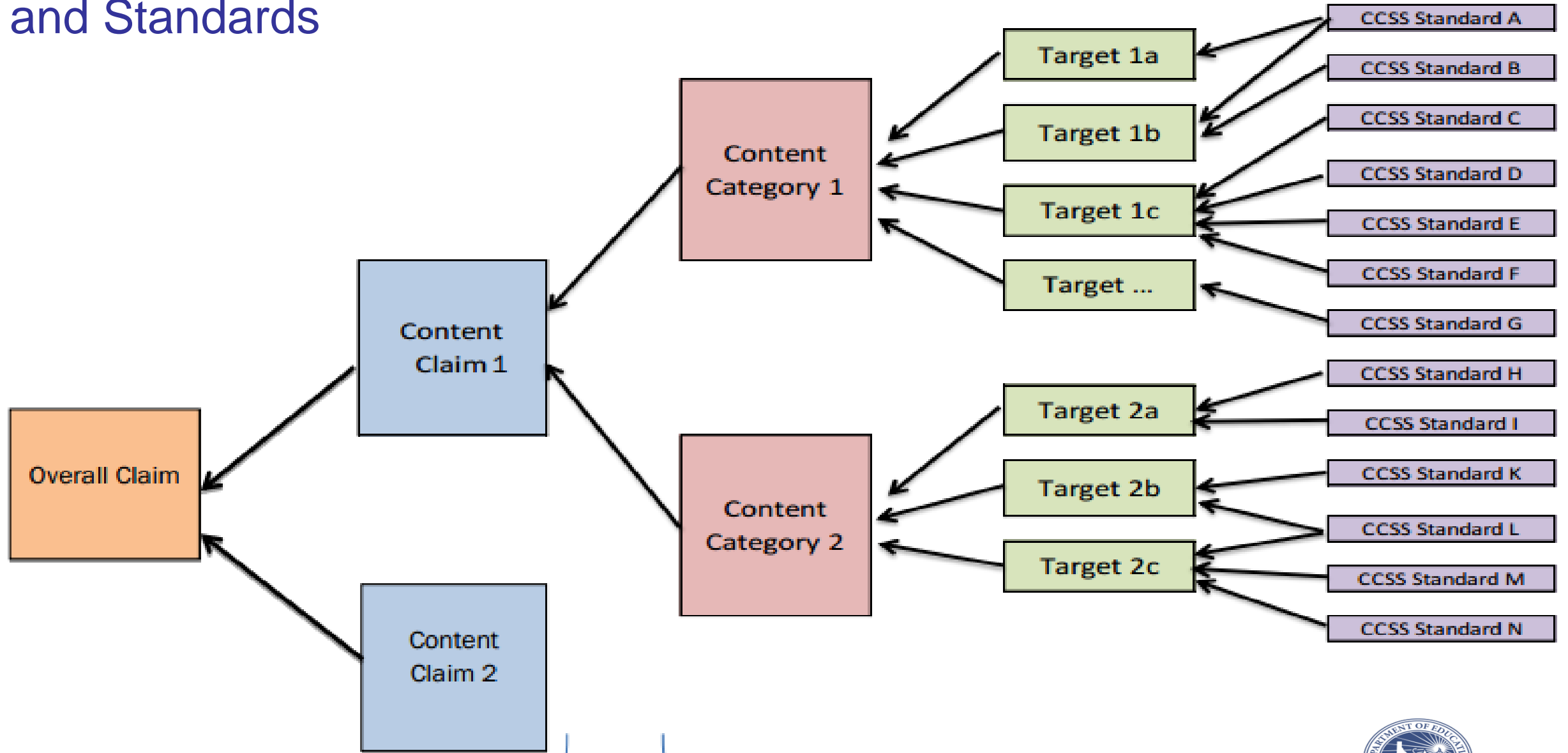
Target I Develop understanding of statistical variability.



Target J Summarize and describe distributions.



Claims, Content Categories, Assessment Targets, and Standards



Claims and Targets in Air Ways

Item & Score

Rubric & Resources



Details

Topic	Grade 6 Math Interim IAB-EE
Item Difficulty	Difficult

Content Alignment

Claim: Concepts and Procedures - Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency?

Content Category: Priority

Target Set: Target Set 1

Assessment Target: Reason about and solve one-variable equations and inequalities.

8

Consider the inequality $x < 1$.

Determine whether each value of x makes the inequality true. Select Yes or No for each value.

	Yes	No
$-\frac{5}{8}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{1}{7}$	<input type="checkbox"/>	<input type="checkbox"/>
$-\frac{7}{2}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{3}{2}$	<input type="checkbox"/>	<input type="checkbox"/>
$\frac{13}{6}$	<input type="checkbox"/>	<input type="checkbox"/>



Reporting



ISAT Summative Assessment Reporting

- Large Scale Assessment
- End of year – grade level standards
 - Covers a large amount of content
- Used for a “look back” i.e. How did we perform?
- Accountability
- Trends / “Improvement”
- Curriculum and Instructional Decisions
- Personnel Decisions
- Priority and focus areas
- Comparisons



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Assessment Webinar – November, 2017 | 16

Levels of Data and Types of Reports



- District
- School
- Teacher
- Roster
- Student
- Achievement
- Claim
- Target
- Trend

Score Reports
vs.
Retrieve Student
Results

Navigation

Student Performance in Each Achievement Level

How did my district perform overall in Mathematics?

Test: ISAT Summative Mathematics Grade 6

Year: 2017-2018

Name: COTTONWOOD JOINT DISTRICT



Performance on the ISAT Summative DISTRICT, 2017-2018

Breakdown by: All

Test S

Name	Number of Students
Idaho	21823
COTTONWOOD JOINT DISTRICT (242)	21
PRAIRIE ELEMENTARY SCHOOL (242_0722)	21

PRAIRIE ELEMENTARY SCHOOL (242_0722)

Subject: Mathematics

Grade: Grade 6

Who: Teacher

What: Claims

When: Current Admin

[View](#)

Legend: Achievement Levels

%Level 1 %Level 2 %Level 3 %Level 4

COTTONWOOD JOINT

Comparison: ON

Performance in Each Achievement Level

26 30 23 21

5 38 24 33

5 38 24 33

District Achievement



Home Page Dashboard

Select Test and Year

Test: ISAT Summative ▼

Administration: 2017-2018 ▼

- ☒ Scores for students who were mine at the end of the selected administration
- ☐ Scores for my current students
- ☐ Scores for students who were mine when they tested during the selected administration

Select

WEST ADA SCHOOL DISTRICT (002) ▼

[Click on a grade and subject to view more information.](#)

Overall Performance on the ISAT Summative test, by Subject, Grade: WEST ADA 2017-2018

ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	2985	61%
Grade 4	3057	61%
Grade 5	3189	67%
Grade 6	3070	68%
Grade 7	3061	69%
Grade 8	3069	68%
Grade 9	6	33%
Grade 10	2833	68%
Grade 11	*	*

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	2988	63%
Grade 4	3063	59%
Grade 5	3193	57%
Grade 6	3084	57%
Grade 7	3067	61%
Grade 8	3070	58%
Grade 9	5	20%
Grade 10	2830	45%

Select
Grade Level
for
additional
reports

District Achievement Report by school



Performance on the ISAT Summative ELA/Literacy Grade 6 Test: WEST ADA SCHOOL DISTRICT, 2017-2018

Breakdown by: All

Test Settings: All

Go

Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	21282	2532 ±1	54	20 26 36 18
WEST ADA SCHOOL DISTRICT (002)	3070	2561 ±2	68	12 20 41 27
GALILEO MAGNET SCHOOL (002_2511)	85	2595 ±8	85	7 8 41 44
CHRISTINE DONNELL SCHOOL OF THE ARTS (002_0338)	43	2584 ±13	77	7 16 42 35
HERITAGE MIDDLE SCHOOL (002_2513)	471	2581 ±4	75	8 17 40 35
IDAHO FINE ARTS ACADEMY (002_1375)	29	2580 ±11	76	3 21 45 31
VICTORY MIDDLE SCHOOL (002_1384)	301	2569 ±5	72	10 18 41 31
EAGLE MIDDLE SCHOOL (002_0106)	397	2568 ±4	69	10 22 37 32
LOWELL SCOTT MIDDLE SCHOOL (002_0010)	353	2561 ±5	67	12 21 37 29

District Claim Report (by school)



Performance on the ISAT Summative ELA/Literacy Grade 6 Test, by Claim: WEST ADA SCHOOL DISTRICT, 2017-2018

Breakdown by: All Test Settings: All Go Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Claims	Claim Average Scale Score	Percent at Each Claim Achievement Category
Idaho	21282	2532 ±1	54	ELA/Literacy		
				Reading	2525 ±1	26 47 26
				Writing	2529 ±1	26 48 25
				Listening	2551 ±1	15 66 19
				Research/Inquiry	2526 ±1	18 55 27
WEST ADA SCHOOL DISTRICT (002)	3070	2561 ±2	68	ELA/Literacy		
				Reading	2556 ±2	18 46 37
				Writing	2558 ±2	17 48 35
				Listening	2576 ±2	11 66 23
				Research/Inquiry	2561 ±2	11 50 39
CHRISTINE DONNELL SCHOOL OF THE ARTS (002_0338)	43	2584 ±13	77	ELA/Literacy		
				Reading	2595 ±18	12 35 53
				Writing	2576 ±14	14 49 37
				Listening	2631 ±25	7 60 33
				Research/Inquiry	2560 ±17	9 56 35
CROSSROADS MIDDLE SCHOOL (002_1145)	32	2502 ±14	41	ELA/Literacy		
				Reading	2479 ±17	47 34 19
				Writing	2509 ±16	31 50 19
				Listening	2535 ±26	19 66 16
				Research/Inquiry	2489 ±22	25 53 22
EAGLE MIDDLE SCHOOL (002_0106)	397	2568 ±4	69	ELA/Literacy		
				Reading	2564 ±6	15 45 40
				Writing	2571 ±5	14 43 42
				Listening	2577 ±7	11 66 24
				Research/Inquiry	2564 ±6	9 54 36
GALILEO MAGNET SCHOOL (002_2511)	85	2595 ±8	85	ELA/Literacy		
				Reading	2602 ±10	11 33 56
				Writing	2590 ±10	12 33 55
				Listening	2603 ±12	4 71 26
				Research/Inquiry	2597 ±10	5 40 55

Scale Scores & Performance Levels

District Target Report

Assessment Targets are descriptions of evidence needed to back up a Claim

Performance on the ISAT Summative ELA/Literacy Grade 6 Test, by Target: WEST ADA SCHOOL DISTRICT, 2017-2018

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Reading		
Literary Texts		
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	✓	—
Target 2 (Literary Text) CENTRAL IDEAS: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.	●	—
Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	✓	+
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation.	✓	—
Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.	●	—
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.	△	—
Target 7 (Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	●	—
Informational Texts		
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	✓	+
Target 9 (Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.	✓	—
Target 10 (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	✓	+
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	✓	—
Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	✓	+
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	✓	—
Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.	✓	+

School achievement report (by teacher)



Performance on the ISAT Summative Mathematics Grade 5 Test: CHRISTINE DONNELL SCHOOL OF THE ARTS, 2017-2018

Breakdown by: All Test Settings: All Go Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Idaho	20445	2506 ±1	42	28 28 20 22
WEST ADA SCHOOL DISTRICT (002)	3193	2534 ±2	57	19 24 23 34
CHRISTINE DONNELL SCHOOL OF THE ARTS (002_0338)	94	2532 ±7	54	13 13 28 27
	32	2542 ±12	56	9 34 22 34
	30	2538 ±11	53	7 40 27 27
	32	2516 ±13	53	22 25 34 19

School claim report by teacher, by roster



Name	Number of Students	Average Scale Score	Percent Proficient	Claims	Claim Average Scale Score	Percent at Each Claim Achievement Category
Idaho	26729	2551 ±1	40	Mathematics		
				Concepts and Procedures	2557 ±1	38 37 25
				Problem Solving and Modeling & Data Analysis	2538 ±1	40 37 23
				Communicating Reasoning	2537 ±1	30 43 21
WEST ADA SCHOOL DISTRICT (002)	3070	2600 ±2	58	Mathematics		
				Concepts and Procedures	2609 ±2	22 37 42
				Problem Solving and Modeling & Data Analysis	2585 ±2	25 39 36
				Communicating Reasoning	2587 ±2	16 52 31
SAWTOOTH MIDDLE SCHOOL (002_0284)	357	2600 ±0	59	Mathematics		
				Concepts and Procedures	2611 ±0	22 34 44
				Problem Solving and Modeling & Data Analysis	2581 ±7	21 44 35
				Communicating Reasoning	2584 ±7	14 59 27
	159	2581 ±7	50	Mathematics		
				Concepts and Procedures	2593 ±8	21 43 36
				Problem Solving and Modeling & Data Analysis	2580 ±9	25 49 26
				Communicating Reasoning	2555 ±10	18 65 18
	27	2526 ±10	26	Mathematics		
				Concepts and Procedures	2527 ±21	44 41 15
				Problem Solving and Modeling & Data Analysis	2510 ±21	56 30 15
				Communicating Reasoning	2516 ±23	41 52 7
	29	2529 ±17	28	Mathematics		
				Concepts and Procedures	2543 ±21	38 41 21
				Problem Solving and Modeling & Data Analysis	2498 ±20	45 45 10
				Communicating Reasoning	2489 ±22	41 45 14

School Assessment Target report



Name	Average Scale Score
Idaho	2551 \pm 1
WEST ADA SCHOOL DISTRICT (002)	2600 \pm 2
SAWTOOTH MIDDLE SCHOOL (002_0284)	2600 \pm 6

Performance on the ISAT Summative Mathematics Grade 8 Test, by Target: SAWTOOTH MIDDLE SCHOOL, 2017-2018

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Concepts and Procedures		
Target A Know that there are numbers that are not rational, and approximate them by rational numbers.	✓	+
Target B Work with radicals and integer exponents.	✓	+
Target C Understand the connections between proportional relationships, lines, and linear equations.	✓	—
Target D Analyze and solve linear equations and pairs of simultaneous linear equations.	✓	—
Target E Define, evaluate, and compare functions.	✓	—
Target F Use functions to model relationships between quantities.	✓	—
Target G Understand congruence and similarity using physical models, transparencies, or geometry software.	✓	+
Target H Understand and apply the Pythagorean theorem.	✓	+
Target I Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	✓	+
Target J Investigate patterns of association in bivariate data.	✓	+

Importance to classroom teachers



- Claim Report & Claim Report by Student
- How do these help teachers?
 - Shows scale score by Claim to determine broad areas that show mastery or need improvement
 - Student report shows actual intervention levels by Claim and individual student claim performance

Claim Reports – Current students

Idaho	22088	2509 ±1	55	ELA/Literacy		
				Reading	2515 ±1	22 48 29
				Writing	2505 ±1	24 48 28
				Listening	2506 ±1	18 63 19
				Research/Inquiry	2503 ±1	22 48 29
District	3189	2533 ±2	67	ELA/Literacy		
				Reading	2537 ±2	16 47 37
				Writing	2531 ±2	17 47 37
				Listening	2529 ±2	13 63 24
				Research/Inquiry	2530 ±2	16 44 30
School	85	2477 ±11	45	ELA/Literacy		
				Reading	2494 ±13	33 44 24
				Writing	2473 ±14	40 41 19
				Listening	2462 ±15	29 59 12
				Research/Inquiry	2451 ±14	40 40 20
Teacher	28	2451 ±17	32	ELA/Literacy		
				Reading	2464 ±22	39 43 18
				Writing	2452 ±23	46 39 14
				Listening	2432 ±24	29 68 4
				Research/Inquiry	2410 ±23	50 39 11

Reading 2464 vs Research / Inquiry 2410

Scale Score	Assessment Level	Reading Assessment Category	Writing Assessment Category	Listening Assessment Category	Research/Inquiry Assessment Category
2622 ±20	Level 4	✓	✓	✗	✓
2609 ±24	Level 4	✓	✓	✗	✗
2603 ±24	Level 4	✓	✓	✗	✓
2607 ±24	Level 3	✓	✓	✗	✓
2640 ±24	Level 3	✗	✗	✗	✗
2629 ±23	Level 3	✗	✗	✗	✗
2624 ±24	Level 3	✓	✗	✗	✗
2612 ±25	Level 3	✗	✗	✗	✗
2603 ±25	Level 3	✗	✗	✗	⚠
2601 ±25	Level 2	✗	⚠	✓	✗
2489 ±24	Level 2	✗	✗	✗	✗
2484 ±25	Level 2	✗	✗	⚠	✗
2477 ±27	Level 2	✗	✗	✗	✗
2442 ±26	Level 2	⚠	⚠	✗	✗
2428 ±24	Level 1	⚠	✗	✗	⚠
2427 ±25	Level 1	⚠	✗	✗	⚠
2418 ±24	Level 1	⚠	⚠	✗	⚠
2414 ±25	Level 1	✗	✗	✗	⚠
2410 ±26	Level 1	✗	⚠	⚠	⚠
2401 ±30	Level 1	✗	⚠	⚠	⚠
2398 ±25	Level 1	⚠	⚠	⚠	✗
2393 ±27	Level 1	⚠	⚠	✗	⚠
2383 ±26	Level 1	✗	⚠	⚠	⚠
2366 ±27	Level 1	⚠	⚠	⚠	⚠
2329 ±26	Level 1	⚠	⚠	✗	⚠
2326 ±24	Level 1	⚠	⚠	✗	⚠
2323 ±31	Level 1	⚠	⚠	⚠	⚠
2306 ±39	Level 1	⚠	⚠	⚠	⚠

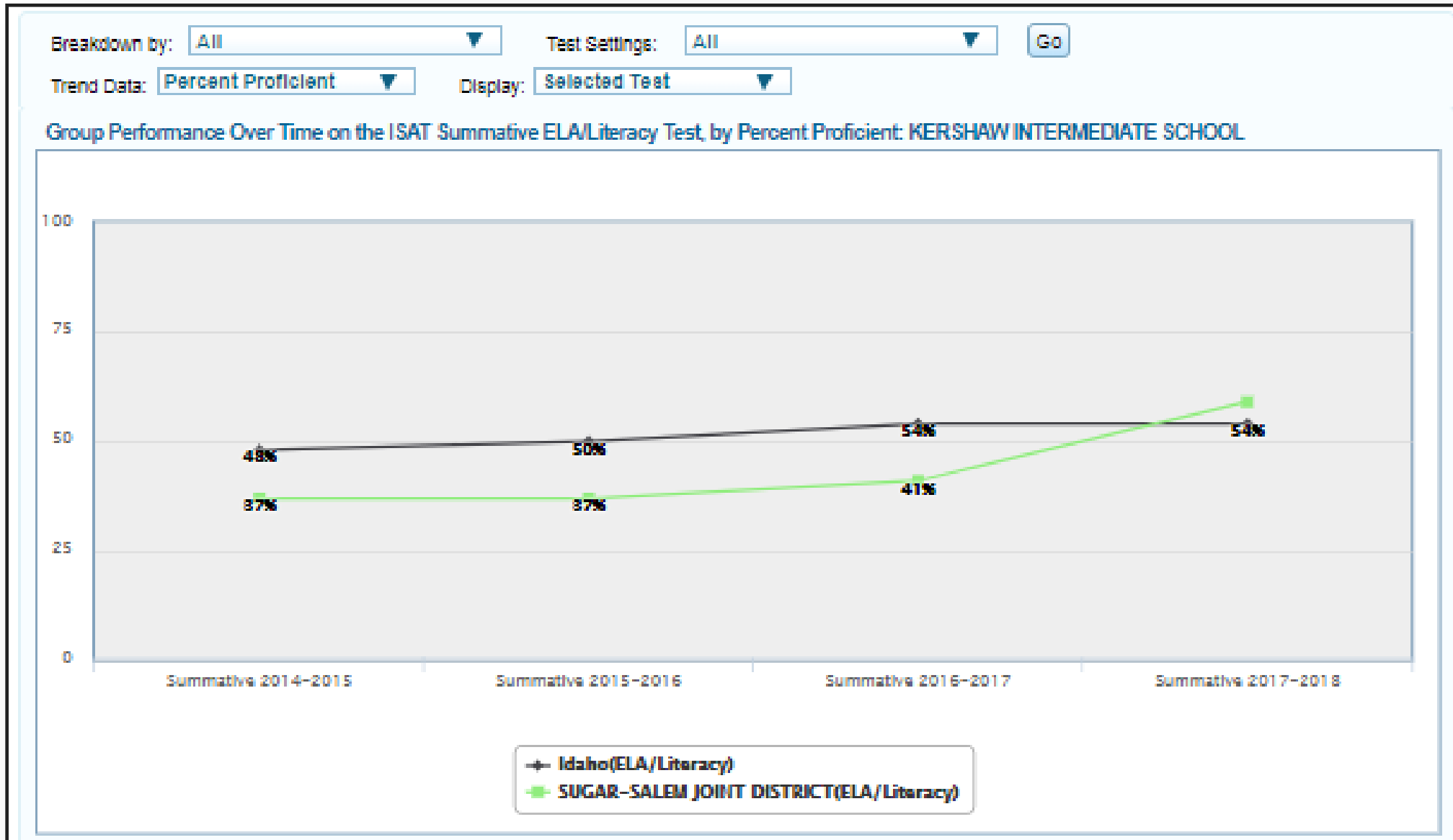
Assessment Window: November 2023-1-24

Summative Assessment Target Report

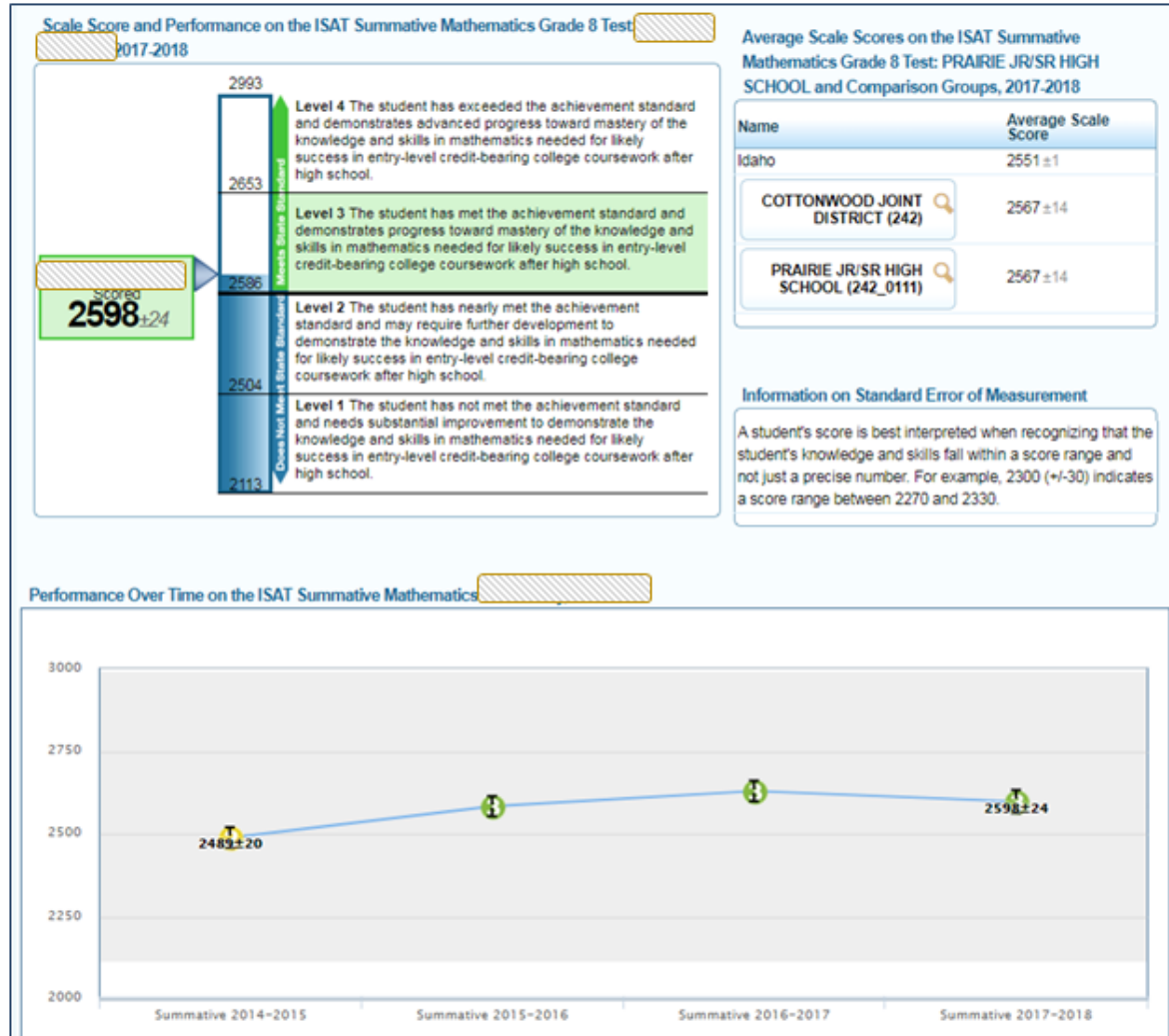


Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole	
Reading			
Literary Texts			
Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	🟡	+	
Target 2 (Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	🟡	=	
Target 3 (Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	🟡	+	
Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.	🔴	—	
Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speaker's point of view within or across texts.	=	=	
Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.	🔴	=	
Target 7 (Literary Text) LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.	🔴	—	
Informational Texts			
Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	🟡	=	
Target 9 (Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	🟡	=	
Target 10 (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	🟡	+	
Target 11 (Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print, reasoning and evidence to support points) and use supporting evidence as justification/explanation.	🟡	+	
Target 12 (Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g., individuals, events, ideas, concepts) or how information reveals author's point of view.	🔴	=	
Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.	🟡	=	
Target 14 (Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on	🟡	=	
Writing			
Narrative			
Target 1 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	🔴	—	
Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, setting), text structures, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	🟡	=	
Informational			
Target 3 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	🟡	+	
Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience; organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.	🔴	+	
Opinion			
Target 5 WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	🟡	=	
Target 7 COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience; organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.	🟡	+	
Writing			
Target 8 LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	🔴	=	
Target 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	🔴	—	
Listening			
Listening			
Target 4 LISTEN/INTERPRET: Interpret and use information delivered orally.	🔴	—	
Research/Inquiry			
Research/Inquiry			
Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.	🔴	—	
Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	🔴	=	
Target 4 USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.	🔴	—	

Trend Report



Individual Student Report



The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

Performance on the ISAT Summative Mathematics Grade 8 Test, by Claims: 2017-2018

Claim	Claim Performance	Claim Description
Concepts and Procedures	<div> <div></div> <div></div> </div> <div>Below the Standard Above the Standard</div> <div>At/Near Standard</div>	What These Results Mean Student may be able to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	<div> <div></div> <div></div> </div> <div>Below the Standard Above the Standard</div> <div>At/Near Standard</div>	What These Results Mean Student may be able to solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student may be able to analyze complex, real-world scenarios and may be able to construct and use mathematical models to interpret and solve problems.
Communicating Reasoning	<div> <div></div> <div></div> </div> <div>Below the Standard Above the Standard</div> <div>At/Near Standard</div>	What These Results Mean Student may be able to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Importance to classroom teachers



Assessment Target Report

- How does it help teachers?
 - Reports relative to proficiency and test as a Whole
 - Reports on the 'evidence' students need to show for a the related content standards
 - Focus on Targets within a Claim
 - Before or after instruction

Assessment Target Report



Reading Claim

Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.



Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.



Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.



Target 7 (Literary Text) LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.



Research Claim

Research/Inquiry

Research/Inquiry

Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.



Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.



Target 4 USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.



What Next ?

Grades 3-7

Read Literary Texts

Read Informational Texts

Brief Writes

Revision

Language and Vocabulary Use

Editing**

Listen/Interpret

Research

Performance Task

Administer below grade level Interim Assessment Block on Reading- Literary text for deeper information at the individual student level



Preview:
What items or tasks
will students be
asked to respond to?



Now what?

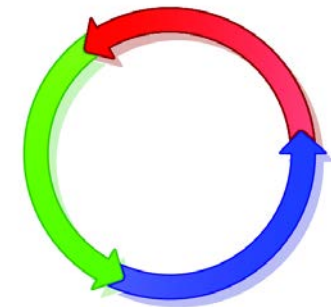
How the data informs classroom instruction
Interpreting and Acting on Evidence



Spring ISAT data review



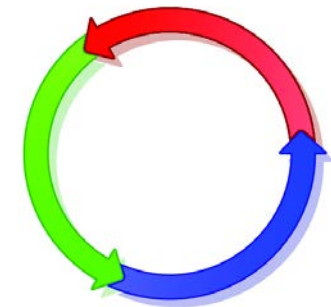
- Go over with each student
- Look back – what does the data tell you
- Focus on systems, groups
- What is working, what is not
- Curriculum & Instruction
- Trends, Consistencies and Inconsistencies
- Teachers / rosters, classes



Fall progression



- Review summative (spring) data for current students
- Determine “RTI” (intervention) groups
- Use target report to identify strengths, weaknesses
- Pre-view appropriate blocks in AVA
- Give below grade level IABs for deeper information
- Pre-teaching with scaffolding, review, teach GL standards
- Use FA process during teaching (DL Connections)
- Pre-view GL IAB
- Give grade level IAB to all students



Summative Claim Report

What will you do differently for these groups of learners entering your classroom?

Scale Score	Achievement Level	Concepts and Procedures Achievement Category	Problem Solving and Modeling & Data Analysis Achievement Category	Communicating Reasoning Achievement Category
2736 ±23	Level 4	✓	✓	✓
2692 ±22	Level 4	✓	✓	✓
2669 ±22	Level 4	✓	✓	✓
2648 ±18	Level 4	✓	✓	✓
2628 ±18	Level 4	✓	✓	✓
2615 ±22	Level 4	✓	☐	✓
2615 ±19	Level 4	☐	✓	✓
2608 ±20	Level 3	✓	☐	✓
2601 ±19	Level 3	✓	☐	✓
2599 ±20	Level 3	☐	✓	✓
2581 ±20	Level 3	☐	✓	☐
2553 ±22	Level 3	☐	☐	☐
2551 ±19	Level 2	☐	☐	☐
2551 ±21	Level 2	☐	☐	☐
2544 ±21	Level 2	☐	☐	☐
2509 ±22	Level 2	☐	☐	☐
2503 ±23	Level 2	☐	⚠	⚠
2501 ±21	Level 2	☐	☐	⚠
2479 ±23	Level 2	⚠	☐	⚠
2478 ±24	Level 2	⚠	☐	☐
2424 ±26	Level 1	⚠	☐	⚠



Summative Target Report



Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Concepts and Procedures		
Target A Know that there are numbers that are not rational, and approximate them by rational numbers.	△	—
Target B Work with radicals and integer exponents.	△	—
Target C Understand the connections between proportional relationships, lines, and linear equations.	●	—
Target D Analyze and solve linear equations and pairs of simultaneous linear equations.	●	—
Target E Define, evaluate, and compare functions.	△	—
Target F Use functions to model relationships between quantities.	●	—
Target G Understand congruence and similarity using physical models, transparencies, or geometry software.	●	+
Target H Understand and apply the Pythagorean theorem.	△	—
Target I Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	●	—
Target J Investigate patterns of association in bivariate data.	✓	+

Math
Concepts and
Procedures

Grade 8

Item and Task Specifications

<http://www.smarterbalanced.org/assessments/development/>

Content Area

Grade

Claim

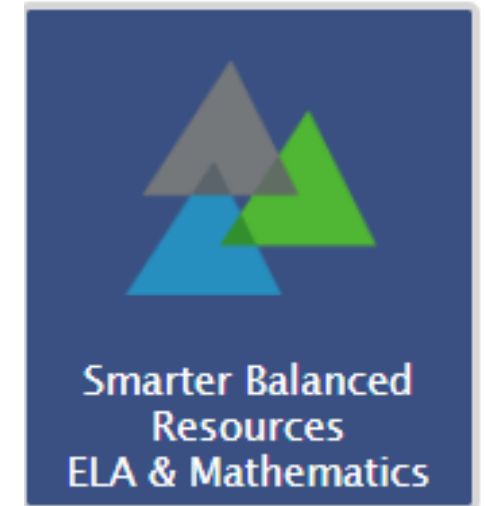
Target

Standards

DOK

Evidence Required

Task Models- these show how to ask for the same types of evidence in the classroom while instruction is occurring



Mantra

Ask for the same evidence in the classroom
as is asked for by the standards and
therefore the assessment



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Item Specifications



Grade 8 Mathematics Item Specification C1 TJ



Claim 1: Concepts and Procedures

Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Content Domain: **Statistics and Probability**

Target J [s]: Investigate patterns of association in bivariate data. (DOK Levels 1, 2)

Tasks for this target will often be paired with 8.F Target F and ask students to determine the rate of change and initial value of a line suggested by examining bivariate data. Interpretations related to clustering, outliers, positive or negative association, linear and nonlinear association will primarily be presented in context by pairing this target with those from Claims 2 and 4.

Standards:

8.SP.A, 8.SP.A.1,
8.SP.A.2, 8.SP.A.3,
8.SP.A.4

8.SP.A Investigate patterns of association in bivariate data

8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.SP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

‘Evidence Required’

Evidence Required:	<p>more problems in real-world situations.</p> <ol style="list-style-type: none">1. The student interprets patterns of association between two quantities in a scatter plot (clustering in reference to the line of best fit, positive or negative association, linear association, nonlinear association, and the effect of outliers) and interprets the slope and y-intercept in terms of the context.2. The student identifies the slope (rate of change) and intercept (initial value) of a line suggested by examining bivariate measurement data in a scatter plot.3. The student constructs and interprets a two-way table summarizing data on two categorical variables collected from the same subjects.
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In the classroom...

Task Model 1

Response Type: Matching Table

DOK Level 1

8.SP.A.1

Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.SP.A.2

Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

Evidence Required:

1. The student interprets patterns of

Prompt Features: The student is prompted to determine whether statements about the data in a scatter plot are true.

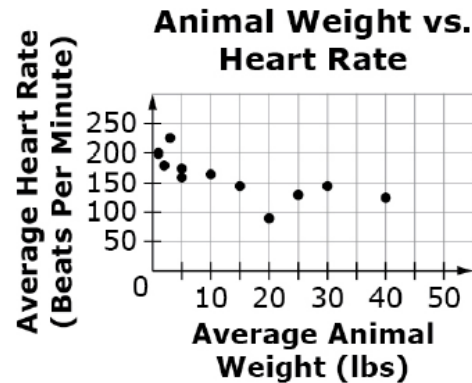
Stimulus Guidelines:

- Context should be familiar to students 13–15 years old.
- Scatter plot will have an informative title relevant to the situation.
- Axes will have informative titles relevant to the situation and appropriate interval scales.
- The data set may include clustering.
- Item difficulty can be adjusted via these example methods:
 - The association may be positive, negative, linear, or nonlinear.
 - There may be clustering, gaps, and outliers in the data.

TM1a

Stimulus: The student is presented with a situation that involves a relationship between two quantities and a scatter plot of measurements of those quantities with sufficient points to demonstrate a linear or nonlinear relationship.

Example Stem: This scatter plot shows the relationship between the average weight and average heart rate for 11 different animals.



Select True or False for each statement based on the scatter plot.

Statement	True	False
There is a positive association between average weight and average heart rate for animals.		

Grade 8 Mathematics Item Specification C1 TJ

Assessment Consortium

Task Model 2

Response Type: Multiple Choice, single correct response

DOK Level 2

8.SP.3

Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

Evidence

Required:

2. The student identifies the slope (rate of change) and intercept (initial value) of a line suggested by examining bivariate measurement data in a scatter plot.

Tools: Calculator

Version 3 Update: Revised TM2 and changed from equation/numeric

Prompt Features: The student is prompted to interpret the slope and y-intercept of the line of best fit on a scatter plot.

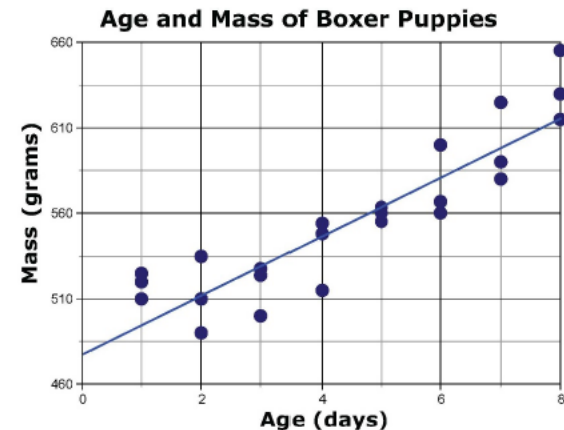
Stimulus Guidelines:

- Context should be familiar to students 13–15 years old.
- Scatter plot will have an informative title relevant to the situation.
- Axes will have informative titles relevant to the situation and appropriate interval scales.
- The data set may include clustering.
- Item difficulty can be adjusted via these example methods:
 - The association may be positive, negative, linear, or nonlinear.
 - The data set may reflect an explicit or implicit linear relationship or explicit or implicit nonlinear relationship.
 - There may be clustering, gaps, and outliers in the data.

TM2a

Stimulus: The student is presented with a situation that involves a relationship between two quantities and a scatter plot measurements of those two quantities with sufficient points to demonstrate a linear relationship. The graph provides the line of best fit.

Example Stem 1: Every boxer puppy in a litter is weighed each day. The scatter plot shows the age and mass recorded at each weighing.



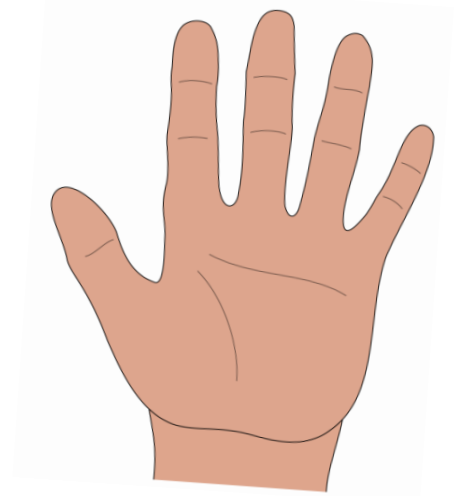
The line of best fit has equation $y = a + bx$ where a and b are

What thinking was expanded?



Understand how to access reports available from the ISAT Summative assessment for multiple users.

Understand the content available in these reports and why they are useful to classroom teachers as well as administrators



Moving forward



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System Coordinator

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